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ABSTRACT

This study presents results of research on the impact of Interactive Perceptual Psychology (IPP) on teachers. IPP is the psychology showing human behavior as the sum of internal energy derived from thinking, feeling, and acting. This energy comes from the interaction among 10 receptors found within each human being: (1) "man's" will; (2) internal motivation; (3) psychological dimensions; (4) learning styles; (5) cognitive development; (6) belief structures; (7) physiological needs; (8) social/emotional development; (9) language development; and (10) spiritual beliefs. FOCUS, IPP's visual model, includes a four-step process producing replicable, predictable, and measurable outcomes. This study, involving teachers in graduate classes in northeastern Ohio, replicated a quantitative study performed in 1992 that assessed the impact of IPP on four affective measures and supported previously drawn conclusions. Multiple linear regression models analyzed the quantitative data in both studies. In both studies, teacher burnout reflected a linear decline as the number of FOCUS classes increased, while a significant increase in teacher efficacy resulted for teachers experiencing additional FOCUS classes. The second study revealed a positive change in self-concept as attending FOCUS classes increased. Appendix A contains the following instruments: Rosenberg's Self-Concept Study; Maslach's Burnout Scale; and Ashton's Self-Efficacy Scale. (Contains nine references.) (Author/ND)

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INTERACTIVE PERCEPTUAL PSYCHOLOGY

The Human Psychology That Mirrors The Naturalness Of Human Behavior

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Mid-Western Educational Research Association

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Abstract

This study presents results of research on the impact of Interactive Perceptual Psychology (IPP) on teachers. IPP is the psychology showing human behavior as the sum of internal energy derived from thinking, feeling and acting. This energy comes from the interaction between ten receptors found within each human being. FOCUS, IPP's visual model, includes a four-step process producing replicable, predictable and measurable outcomes. This study, involving teachers in graduate classes in northeastern Ohio, replicated a quantitative study performed in 1992, that assessed the impact of IPP on four affective measures and supported previously drawn conclusions. Multiple linear regression models analyzed the quantitative data in both studies. In both studies, teacher burnout reflected a linear decline as the number of FOCUS classes increased while a significant increase in teacher efficacy resulted for teachers experiencing additional FOCUS classes. The second study revealed a positive change in self-concept as attending FOCUS classes increased.

We are living in a time when our country is questioning the educational direction of our schools and the quality of the students our schools are producing. Schools can no longer exist as they are (Brandt, 1991). Voices across the nation are calling for restructuring as they cite statistics which define a failing system.

Gergen (1990) stated "80% of black adults age 18 - 25 cannot read a map and 97% cannot read a bus schedule. Dropout rates in some large cities go over 40%" (p. 74). Brandt, in 1991, commented: "The fact is that the most advantaged kids who ever walked the face of the earth aren't learning very much . . . The evidence is very strong that continuing to use the traditional methods, with 85% - 90% teacher talk does not work for most children" (pp. 11-12).

The quantitative statistics that fault schools, teachers and children are a pyrotechnical extravaganza blazing across every mode of communication, detailing a failing system breeding discouraged youth. Educators searching for remedies to cure the nation's educational ills cite the lack of money in school systems, the violence in the neighborhood and the lack of positive role models at home. Educators are often willing to try any program which might improve the students' learning skills. It is the opinion of this researcher, however, that the solution to these problems is not to be found solely in greater spending or longer school days but in a rethinking of the deeper causes of the aforementioned social issues and research into human behavior.

For centuries most people, often unconsciously, have accepted a view of human behavior based on what has become known, in the twentieth century, as behaviorism. This was a movement in psychology away from the study of the conscious and unconscious mind, and a movement toward the study of external or physical acts. Starting with the experiments of Pavlov and the studies of Watson and Skinner, behaviorists have claimed that as the inner workings of the mind cannot be observed or even measured, the logical approach must be the study of our outward, visible actions; the things that can be concretely seen. This belief in stimulus-response psychology, which indicates that the only way to elicit a response is through the use of some

external stimulus (and thus that the energy for change is external rather than internal) has permeated all areas relating to human behavior and inter-personal affairs. These areas include the way we govern, conduct business, view our judicial system and even how we educate our children. Thus stimulus-response psychology has become ingrained into all established norms of everyday living with an emphasis upon man being naturally in need of control, correction and punishment. As stated by Kohn (1991):

> It is not coincidence that the phrase 'it's just human nature to be . . .' is invariably followed by such adjectives as selfish, competitive, lazy, aggressive, and so on. Very rarely do we hear someone protest, 'Well, of course he was helpful. After all, it's just human nature to be generous' (p. 498).

Rogers (1961) had noted earlier

> One of the most revolutionary concepts to come out of our clinical experience is the growing recognition that the innermost core of man's nature, the base of his 'animal nature', is positive in nature - - is basically socialized, forward-moving, rational and realistic. This point of view is so foreign to our present culture that I do not expect it to be accepted . . . Religion, especially the Protestant Christian tradition, has permeated our culture with the concept that man is basically sinful, and only by something approaching a miracle can his sinful nature be negated . . . Freud and his followers have presented convincing arguments that the id, man's basic and unconscious nature, is primarily made up of instincts which would, if permitted expression, result in incest, murder and other crimes (pp. 90 - 91).

Even though the stimulus-response theory is so widely, if unconsciously, accepted, there has developed concurrently the theory that the energy for change in human behavior does not rely simply on external stimuli but rather comes from within. In the twentieth century writings and observations by such experts as Glasser, Langer, Rogers and Powers, among others, restate the

reflections of Plato, Locke and Rousseau, thus reversing the last century of behaviorist thought. In education, recent research emphasizes teaching for understanding, which implies more than just memorizing particular information. As noted by Good and Brophy in 1991:

> In order to get beyond rote memorization to achieve true understanding of new input, students need to develop and integrate a network of associations linking the new input to preexisting knowledge and beliefs anchored in concrete experience. Thus teaching involves inducing conceptual change in students, not infusing knowledge into a vacuum (p. 449).

This research merely supports ideas which have permeated educational literature for decades. Had educators understood Jean Jacques Rousseau, Jean Piaget, John Dewey and Carl Rogers, schools would now be places where children would be having experiences which would nurture their physical, psychological, and cognitive development. In his classic work Emile, Rousseau (Cahn, 1970) wrote "childhood has its own way of seeing, thinking, and feeling, and nothing is more foolish than to try to substitute ours for theirs" (p. 162). Rousseau saw a need for a child-centered classroom. Piaget (Pulaski, 1980) explains: "to understand is to discover, to reconstruct by rediscovery, and active methods must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition" (p. 213). At the base of Dewey's philosophy was the idea that "there is an intimate and necessary relation between the processes of actual experience and education" (Dewey, 1938, p. 20). This idea meshes with Rogers' concept of the individual continually involved in the process of "becoming." Rogers saw that the individual has within himself vast resources for self-understanding, for altering his self-concept, his attitudes, and his self-directed behavior - - and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided (Rogers, 1961).

The Quality School, the ideal educational environment advocated by Dr. William Glasser, has these concepts as it's foundation. Glasser's work emphasizes the impact of societal change on the

individual, and explains that human behavior is purposeful and is needs satisfying. Glasser sees man as concerned with his role or identity before being concerned with goals, and contended that unless the student's role is addressed first and unless his psychological needs are addressed, the student has a minimal chance for success. He sees schools as a place where involvement and cooperation are the ingredients needed to nurture a success identity in the student. Without this, the student cannot achieve quality work.

It is this author's opinion that until now no truly integrated philosophy or model has been developed to display the practical applications of the theorists involved in these studies. Carl Rogers (1961) identified the positive modeling behaviors which yielded positive results in his clients, but was unable to explain the system at work in the behavioral change.

> Whether by chance, by insightful understanding, by scientific knowledge, by artistry in human relations, or by a combination of all these elements, we have learned how to initiate a describable process which appears to have a core of sequential, orderly events, which tend to be similar from one client to another. We know at least something of the attitudinal conditions for getting this process under way (p. 74).

I believe I have been able to identify the "core of sequential, orderly events" and the explanation Carl Rogers (1961) desperately sought for the behavioral system. Having identified this sequence of events, I developed Interactive Perceptual Psychology (IPP) by drawing together and integrating the studies of numerous experts in various different disciplines. Aspects of the human behavioral system, some of which include cognition, language, intelligence and spirituality which have been subjects of numerous papers, books and debates, have been drawn upon to contribute to an overall psychology relating to human behavior and relations.

IPP views human behavior in a three-dimensional rather than one-dimensional form. In IPP, behavior does not simply relate to actions, as behaviorists would claim, but involves thinking and feeling. A model, drawn from IPP, which I refer to as FOCUS, identifies the various components

that explain the activating process of the human behavioral system and the interaction that occurs within those parts. This model, as will be shown in this paper, has given predictable outcomes associated with the interaction of two or more people within the context of any program or environment.

In reversing the presently accepted paradigm of humans being solely influenced by external energy, IPP is the psychology that shows that human behavior is the sum total of the internal energy derived from thinking, feeling and acting.

IPP is based on the belief that this internal energy comes from the interaction between ten receptors found within each human being. These ten receptors are as follows:

1. Man's will
2. Internal Motivation
3. Psychological Dimensions
4. Learning Styles
5. Cognitive Development
6. Belief Structures
7. Physiological Needs
8. Social/Emotional Development
9. Language Development
10. Spiritual Beliefs

These receptors have been identified by a myriad of writers, thinkers, scientists, and philosophers in isolated theories. In contrast, IPP is based on the concept that the individual receptors are in a continual state of interaction within each human being. This interactive relationship between the receptors constitutes the sum of each individual's total personality. Thus, personality is not an individual trait, as other studies have suggested, but rather is made up of the ten receptors. The internal energy derived from this interaction is the motive for each individual's behavior. As "motive" means "reason for action", motivation must be internal due to the interaction of the ten receptors, which leads once again to the realization that the outside energies are mere activators or deactivators of the system.

IPP goes a step further to explain interactively what "goes on" not only within one person but also between two or more people. Just as medicine has developed a medical model to marry the

naturalness of how the body specifically works in relation to itself, as well as the outside world of micro-organisms, IPP, through the FOCUS model, attempts to explain the natural phenomenon of people who interact effectively and can predict and explain why we do the things we do.

The purpose of this psychology is to explain the natural interrelations between people who appear to get consistently effective outcomes and believes that successful interaction can be duplicated and replicated. It also believes that the entry point to our receptors comes through our perceptual world which is made up of all our senses. The energy of what is sensed, which can be another person, the environment or any external influence, is then distributed throughout the entire body to the ten receptors, thereby linking body and mind. The ten receptors, in turn, interpret and give meaning to that energy. Thus perceptions are developed that in time lead to attitudes. We develop a value system upon which we ultimately act. Our behavior then consists of three broad areas - - thinking, feeling and acting. We act over a period of time and create habits that, when repeated over a longer period, create cultures. This explains the difficulty that has occurred in other psychologies where behaviors cannot be sustained over a period of time using just external energy as a means of that change.

Just as IPP is the theory that explains the human behavioral system, FOCUS is the model for that system's activation within a helping relationship. It has as its methodology the combination of a client-centered philosophy and consistent sending behaviors, that when integrated with the ten receptors through a four step process produces predictable and measurable outcomes. This system fosters the questioning and reversing of the thinking that stimulus response psychology has ingrained into established norms of our everyday living. FOCUS establishes a system and IPP establishes a rationale for working with people that describes positive phenomena as normal.

Furthermore, I have seen the parallel of how our educational system has almost unknowingly been structured around the educator with how psychotherapy has been structured around the therapist. Both of these structures place the control in the hands of the professional with an

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underlying philosophical presence that the teacher or the therapist can "fix" the student or the client. While the teacher or the therapist, as sender, is part of the model, the dynamic of what occurs within the student or the client is of the most fundamental importance.

Therefore, a key element within IPP is the perception of the teacher's role. Teachers, as senders, must realize that they are engaged in a helping relationship, "a relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life of the other" (Rogers, 1961, pp. 39 - 40).

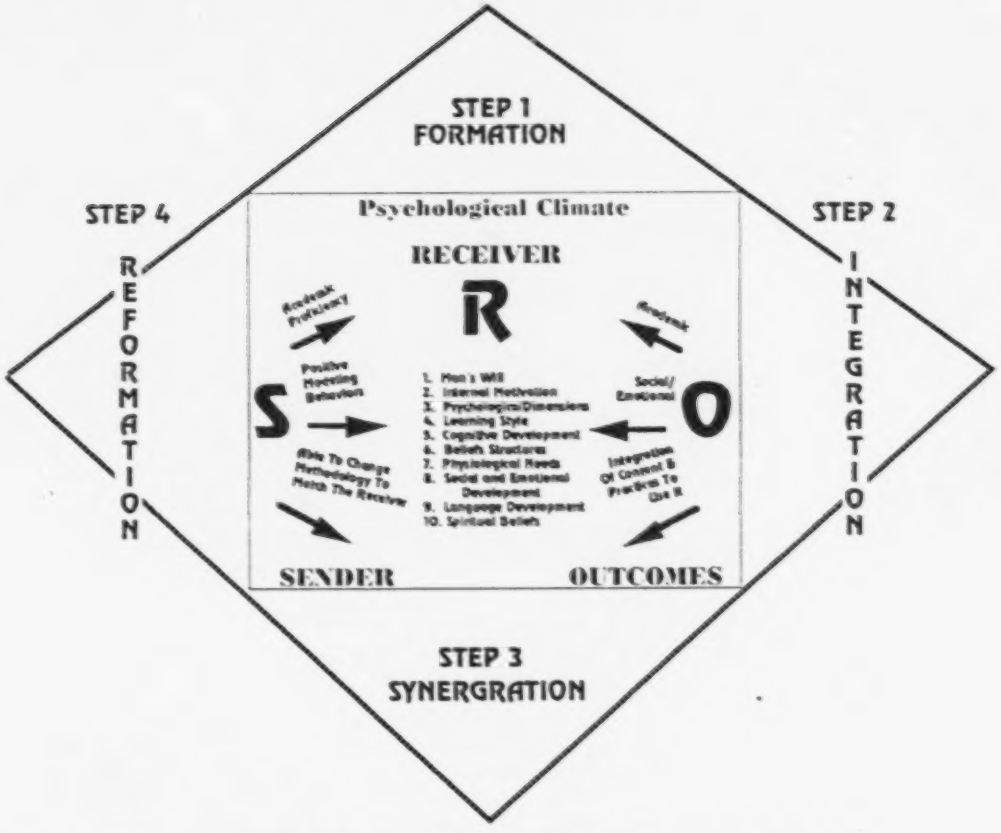
For years, many theorists have talked about the need for us to understand behavior and the results of our behavior. The FOCUS model displays the whole concept of outcomes, with the ultimate outcome, as Carl Rogers (1961) stated, being the fully functioning person. Similarly, Maslow discussed the person self-actualizing, Piaget expressed the view that the person or child constantly attempts to equilibrate, assimilating an experience over and over until it fit their world, and Perls wrote about the integrated person. My theory visualizes a person Focusing, the result of a perceptual alignment of the ten receptors.

The model discussed in this paper is called FOCUS (see Figure 1), which is an acronym for Formation Of Concept between you and me, which is US. The model contains elements which reverse, but use symbols similar to the stimulus response psychology mentioned earlier. Thus, in FOCUS, the model starts with the philosophical direction indicated on the diagram as "R", standing for receiver. The "R" represents the starting point for the energy of change and shows that the philosophy is client-centered. Beneath the "R" are the ten receptors which are the built in properties found naturally in every human being. These receptors, when activated, create one's own individual personality through their interplay.

The model also has an "O" which represents outcomes. Along with the "R" and "O", the model must have, as with all interrelations between humans, an "S" which stands for sender. The

Figure 1

The FOCUS Model



Formation **O**f **C**oncept between you and me, which is **US**

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sender represents any external energy that might have some activating property. A sender could be a person or, in the case of physiology, any type of outside energy, as, for example, bacteria.

Since the beginning of mankind, there has been a sender (S), receiver (R), and outcomes (O). Interaction between humans, however, has not always been helpful. The positive outcomes of this model are designed to lead to a helping relationship between individuals. This psychology explains the energy as being within the receiver. Each sender, however, if it is a person, has the same properties. In order to achieve positive, replicable, consistent outcomes, there has to be, as the model indicates, a step by step activating process that enables the sender to interact with the receiver in order to get the desirable outcomes. These steps are a way of controlling the outcomes by taking a sequential view of both the process and the techniques that would be needed to activate it. The four steps are as follows:

STEP 1: Formation of Concept

A person is allowed to develop their own picture and perception from his or her own world.

STEP 2: Integration of Concept

People begin to interact and share that picture or perception.

STEP 3: Synergration of Concept

The other receptors are activated, producing synergy, where the sum total is greater than the parts. People begin to make plans, trust and empower themselves to work together effectively.

STEP 4: Reformation of Concept

A way to revisit that plan, first from a positive point of view of what worked and then what didn't work.

The model is cyclical in that it goes back to Step 1 for help in continuing what Deming refers to as continuous improvement leading to the notion of quality. The rectangle around the four

steps and the SRO represents a positive psychological climate that emerges when the sender and the receiver begin to interact back and forth, not only with the same pictures but with the same intent. This produces a positive psychological climate, which becomes reciprocal, as the outcomes resulting from this initiation are presented back to the sender.

Thus the basic components of IPP are a client-centered philosophy allied to consistent sending behaviors which activate the thinking, feeling, and acting properties. These properties are found within ten innate receptors which are defined through human development theories. When the receptors are integrated through a four step process, predictable, measurable outcomes result. These components are constantly integrating, intertwining and developing, so that the explanation of how the system operates cannot be viewed in a linear fashion. Furthermore, discussing the components separately, like a mathematical equation or recipe will not give a complete explanation; for the synergy created within the people involved becomes the dynamic component enhancing total development, yielding a whole which is much greater than the sum of its parts.

FOCUS, the model, is continuous and encourages the development of positive behaviors. People learn to share, communicate, and cooperate. The model becomes natural and a part of everyday life, continually building and boosting the self-esteem of those involved. This generates a more supportive and positive psychological climate. Thus it is not only continuing, but also expanding and erupting with predictably positive outcomes beyond expectation. This model mirrors the natural tendency of man.

As stated by Rogers (1961): "It is the urge which is evident in all organic and human life-to expand, extend, become autonomous, develop, mature - - the tendency to express and activate all the capacities of the organism or the self" (p. 35).

RESEARCH

The FOCUS model has been the subject of two research studies. A quantitative and qualitative evaluation of the impact of the model was conducted during the summer and fall of

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1991. A second quantitative study was undertaken in the summer of 1992 to confirm the previous findings. This section presents the results of the second study.

In the summer of 1992, teachers enrolled in graduate courses offered through Ashland University at sites throughout northern Ohio participated in the second study. The sites included: Akron, Avon Lake, Concord Township, Euclid, Mayfield, Oberlin, Strongsville, Sandusky, Toledo and Youngstown, Ohio. The initial selection of students came from the mailing of approximately 60,000 flyers to numerous schools districts; a computer data base of previous students; elementary, middle school and high school teachers, administrators; and certified support staff throughout northern Ohio. Graduate credit, inservice credit and CEUs were offered for taking the classes.

Four affective measures were used to collect quantitative data (see Appendix A). The measures used for this study were as follows:

1. Measurement of Self Concept

A. How do you see yourself now?

B. How would you like to see yourself?

2. Measurement of the Degree of Personal Burnout

3. Teacher Efficacy

The instrument used to measure self concept was a survey designed by Rosenberg (1979). The instrument consists of 10 statements. The statements were scored on a range of 4 to 1, with 4 indicating strong agreement and 1 indicating strong disagreement.

Items 3, 5, 8, 9, and 10 were reversed due to their initial presentation in a negative format. A higher score indicated a higher self-concept; and a lower score indicated a lower self-concept. The maximum and minimum scores were 40 and 10, respectively. This survey was used in two forms. The respondents were asked to respond to two questions (a) How do I see myself now? and (b) How would I like to see myself?

The second component of the survey was an instrument designed by Maslach (1986). This scale, which was scored on a range of 0 to 6, was used to measure the degree of burnout experienced by the respondents. A high score indicates high burnout level, and a low score indicates low burnout level. In the scoring process, items 9, 12, 19, and 21 are reversed due to their original positive construction. Items 4, 5 7, 15, 17, 18 and 22 are deleted because of the reference to "staff". The word "staff" was determined not to have included all of the participants; thus, the items were deleted. The highest and lowest possible scores were 90 and 0, respectively. The higher the score, the higher the level of feeling burned out.

The third component of the research instruments was a teacher efficacy scale. The Ashton Self-Efficacy Scale (1982) consists of 16 statements. The statements are scored on a 1 - 6 basis with 1 indicating strong disagreement and 6 indicating strong agreement. Items 10 - 16 were reversed before entry to provide consistency in presentation. The highest and lowest possible scores were 90 and 16, respectively. A high score indicates that the teacher's perception of his/her effectiveness in the classroom is high.

The hypothesis tested in this study dealt with the impact of the number of FOCUS classes on the four affective measures. An investigation was made into the presence of positive or negative linear trends in these measures as the number of completed FOCUS classes increased. The groups included in the study had none, one or two FOCUS classes. The control group (no FOCUS classes) was composed of graduate students at the Ashland University campus in Ashland, Ohio. Table 1 contains the symbols and coding used for each variable tested in the hypothesis.

Table 1

Variables Used To Test Hypotheses

Variable	Symbol	Range of Values
Self-Concept Scores		
(How I see myself now)		
Pretest	Pre1	10 to 40
Posttest	Post1	10 to 40
Self-Concept Scores		
(How I would like to see myself)		
Pretest	Pre2	10 to 40
Posttest	Post2	10 to 40
Burnout Score		
Pretest	Pre3	0 to 90
Posttest	Post3	0 to 90
Teacher Self-Efficacy Scores		
Pretest	Pre4	16 to 90
Posttest	Post4	16 to 90
Number of FOCUS Classes	CL	0 through 2 [a]

[a] The value of 0, 1, and 2 indicates whether the student had 0, 1, or 2 FOCUS classes, respectively.

The global research investigated in this study was as follows: Does the number of FOCUS courses have positive linear impact on the four affective measurements? The hypotheses 1Ho to 4Ho were tested to determine the impact of the number of FOCUS classes on these four affective measurements. The null hypothesis were as follows:

$1H_0$ The Post1 means of the students with 0, 1, or 2 classes do not reflect a positive linear trend adjusting for the influence of Pre1 scores.

$2H_0$ The Post2 means of the students with 0, 1, or 2 classes do not reflect a positive linear trend adjusting for the influence of Pre2 scores.

$3H_0$ The Post3 means of the students with 0, 1, or 2 classes do not reflect a negative linear trend adjusting for the influence of Pre3 scores.

$4H_0$ The Post4 means of the students with 0, 1, or 2 classes do not reflect a positive linear trend adjusting for the influence of Pre4 scores.

A multiple linear regression model was designed to test each null hypothesis. The regression coefficient for the class variable in each model was statistically tested with a t test to determine whether the corresponding null hypothesis should be rejected. Since four statistical tests were used to test the four sets of hypotheses, the alpha level was divided by 4 in order to reduce the chance of a type I error. Thus, the adjusted alpha level used to test each null hypotheses was .0125. Since directional hypotheses were used, a one-tailed probability is given for each t test used to test the regression coefficient for the class variable.

Table 2 contains the descriptive statistics for each of the four dependent variables.

Table 2
Descriptive Statistics for the Three Groups

	Number of FOCUS Classes		
	0	1	2
	Pre/Post	Pre/Post	Pre/Post
Pre1			
Mean	31.70	33.52	33.38
SD	3.66	4.05	3.91
n	30	347	100
Post1			
Mean	32.23	34.87	35.52
SD	4.87	4.22	4.03
n	30	347	100
Pre2			
Mean	35.03	36.44	36.61
SD	4.01	3.26	3.19
n	30	334	98
Post2			
Mean	34.67	37.22	37.76
SD	4.51	3.17	3.02
n	30	334	98
Pre3			
Mean	31.27	28.10	26.77
SD	12.57	12.99	13.12
n	30	335	98
Post3			
Mean	30.73	23.19	20.27
SD	12.50	12.26	12.63
n	30	335	98
Pre4			
Mean	62.55	63.52	64.32
SD	8.92	7.83	7.03
n	29	351	99
Post4			
Mean	63.21	68.17	70.33
SD	9.08	8.79	9.53
n	29	351	99

Table 3 contains the statistical test results of hypothesis 1H0. The CL coefficient of .919 indicates that as the number of FOCUS classes completed moves from 0 to 1 to 2 classes, the mean Post1 scores of the three groups increased. Since the t test probability score of .0006 was less than the .0125 alpha level, the null hypothesis 1H0 was rejected. Thus, a statistically significant positive linear trend with respect to Post1 means of the three groups existed, adjusting for the influence of Pre1 scores.

Table 3

Regression Analysis to Statistical Test

The Post1 Adjusted Means of The Three Groups [a]

Variable	Coefficient	Standard Error	t	Probability
Pre1	.711	.0355	20.025	.0000
CL [b]	.919	.284	3.240	.0006
Constant	10.071	1.220	8.257	.0000

$R^2 = .470$ $df_n = 2$ $df_d = 474$ $n = 477$

[a] The dependent variable (Post1) was Rosenberg's instrument used to determine how the person saw himself now.

[b] The CL Variable is coded as follows:

0 classes = 0 1 class = 1 2 classes = 2

[c] The one-tailed probability indicates that there is a statistically signficant positive linear trend at the .0125 level.

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Table 4 contains the statistical test results of hypothesis 2H0. The CL coefficient of .848 indicates that as the number of FOCUS classes completed increases from 0 to 1 to 2, the mean Post2 scores of the three groups increased in a linear fashion. Since the probability score of .0006 is less than the .0125 alpha level, the null hypothesis 2H0 was rejected. Thus, a statistically significant positive linear trend with respect to Post2 means of the three groups existed, adjusting for the influence of Pre2 scores.

Table 4

Regression Analysis to Statistical Test

The Post2 Adjusted Means of The Three Groups [a]

Variable	Coefficient	Standard Error	t	Probability
Pre2	.515	.039	13.100	.0000
CL [b]	.848	.258	3.290	.0006
Constant	17.448	1.444	12.085	.0000

$R^2 = .294$ $df_n = 2$ $df_d = 459$ $n = 462$

[a] The dependent variable (Post2) was Rosenberg's instrument used to determine how the person would like to see himself.

[b] The CL Variable is coded as follows:

0 classes = 0 1 class = 1 2 classes =2

[c] The one-tailed probability indicates that there is a statistically signficant positive linear trend at the .0125 level.

Table 5 contains the statistical test results of hypothesis 3H0. The CL coefficient of -2.938 indicates that as the number of FOCUS classes completed increases from 0 to 1 to 2 classes, the mean Post3 scores of the three groups reflect a negative linear trend. Since the one-tailed probability .0005 is less than the .0125 alpha level, the null hypothesis 3H0 was rejected. Thus, a statistically significant negative linear trend with respect to Post 3 means of the three groups was present, adjusting for Pre3 scores.

Table 5

Regression Analysis to Statistical Test

The Post3 Adjusted Means of The Three Groups[a]

Variable	Coefficient	Standard Error	t	Probability
Pre2	.714	.029	24.232	.0000
CL [b]	-2.938	.758	-3.876	.0005
Constant	6.429	1.299	4.950	.0000

$R^2 = .574$ $df_n = 2$ $df_d = 460$ $n = 463$

[a] The dependent variable (Post3) was Maslach's instrument used to measure the degree of personal burnout.

[b] The CL Variable is coded as follows:

0 classes = 0 1 class = 1 2 classes = 2

[c] The one-tailed probability indicates that there is a statistically signficant negative linear trend at the .0125 level.

Table 6 contains the statistical test results of hypothesis 4H0. The CL coefficient of 2.515 indicates that as the number of FOCUS classes completed increases from 0 to 1 to 2 classes, the mean Post4 scores of the three groups reflect a positive linear trend. Since the probability .0004 is less than the .0125 alpha level, the null hypothesis 4H0 is rejected. A statistically significant positive linear trend with respect to Post4 means of the three groups exists adjusting for the influence of the Pre4 scores.

Table 6

Regression Analysis to Statistical Test

The Post4 Adjusted Means of The Three Groups [a]

Variable	Coefficient	Standard Error	t	Probability
Pre2	.518	.048	10.895	.0000
CL [b]	2.515	.741	3.393	.0004
Constant	32.447	3.121	10.396	.0000

$R^2 = .220$ $df = 2_n$ $df = 476_d$ $n = 479$

[a] The dependent variable (Post4) was Ashton's Self-Efficacy Scale.

[b] The CL Variable is coded as follows:

0 classes = 0 1 class = 1 2 classes = 2

[c] The one-tailed probability indicates that there is a statistically signficant negative linear trend at the .0125 level.

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SUMMARY AND RECOMMENDATIONS

This investigation conducted on IPP and the FOCUS model sought to replicate and strengthen the results of the first study by measuring the impact of the model on the four affective measures. Summarizing the results we can conclude that a statistically significant positive linear trend exists for both aspects of Rosenberg's Self Concept Survey, and for Ashton's Self Efficacy Scale, while a statistically significant negative linear trend exists for Maslach's Burnout Scale. This reflects my belief that IPP and FOCUS can have a measurable and predicable positive effect on teachers in the classroom, with an increase in self-efficacy and a decrease in burnout.

Because of these factors, IPP and FOCUS may be an effective system both to improve teaching and also to improve human relations in any sphere. With recent studies linking teacher efficacy to student achievement, IPP and FOCUS, in increasing efficacy, may also increase student achievement. The next area of concentration should therefore be in measuring the effect of IPP and FOCUS on children both in the affective area and in the area of student achievement. Since IPP reverses the way we view human behavior, one other challenge may be to search out new measures not based on the behaviorist paradigm which can better measure the research carried out.

Since these studies have been produced, the significance of the research has become more and more apparent to me. The notion of the interactive nature of sender and receiver should have vast and profound implications for any further studies of the nature of human behavior.

This research into the human behavioral system may allow educators to diagnose and prescribe what is best for their students. Once educators know and understand the system, they have the capacity to problem-solve and plan strategies for themselves, their students, their schools, and their school systems. Furthermore, their students will likewise acquire this same capacity. IPP is a way to integrate the needs of children with all facets of the community which will ultimately create a plan to build academic excellence.

As a model for the management of human beings, IPP can be used in any organization where people work to accomplish a task. It is my opinion that the only way to obtain true improvement in organizations is by having and understanding a researched model of human behavior that can be relied upon to show, predictably, why certain behaviors occur. To be true professionals, we must have a model upon which to base our own actions, whether in the classroom or in any ongoing, daily interaction between human beings. This study is a step in this direction as FOCUS can be utilized as a strategic planning model as well, and is adaptable to any venture encouraging involvement of all concerned parties as well as creating ownership of a collaborative effort. IPP provides an ongoing plan to build excellence. Using IPP as a foundation for change, people can begin to build quality systems. IPP is a way to bring about the best possible outcomes to enhance the whole person, and thus leads to endless possibilities for the interaction of people in any setting.

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APPENDIX A

Rosenberg's Self-Concept Study

How I See Myself Now

Directions: Please mark each statement as you actually see yourself now. Answer the following 10 questions by checking only one of the four responses given for each question.

1. I feel that I'm a person of worth, at least on an equal plane with others.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

2. I feel that I have a number of good qualities.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

3. All in all, I am inclined to feel that I am a failure.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

4. I am able to do things as well as most other people.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

5. I feel I do not have much to be proud of.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

6. I take a positive attitude toward myself.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

7. On the whole, I am satisfied with myself.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

8. I wish I could have more respect for myself.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

9. I certainly feel useless at times.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

10. At times I think that I am no good at all.

    Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

Appendix A (continued)

Rosenberg's Self-Concept Survey

How I Would Like to See Myself

Directions: Please mark each statement as you would like to feel. Answer the following 10 questions by checking only one of the four responses given for each question.

1. I feel that I'm a person of worth, at least on an equal plane with others.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

2. I feel that I have a number of good qualities.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

3. All in all, I am inclined to feel that I am a failure.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

4. I am able to do things as well as most other people.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

5. I feel I do not have much to be proud of.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

6. I take a positive attitude toward myself.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

7. On the whole, I am satisfied with myself.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

8. I wish I could have more respect for myself.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

9. I certainly feel useless at times.

   Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

10. At times I think that I am no good at all.

    Strongly agree ( ) Agree ( ) Disagree ( ) Strongly disagree ( )

APPENDIX A (continued)

Maslach's Burnout Scale

Directions: Please rate each statement by using the following scale:

How Often: 0 = Never

1 = A few times a year or less

2 = Once a month or less

3 = A few times a month

4 = Once a week

5 = A few times a week

6 = Every day

HOW OFTEN (0 - 6)

1. _____ I feel emotionally drained from my work.
2. _____ I feel used up at the end of the workday.
3. _____ I feel fatigued when I get up in the morning and have to face another day on the job.
4. _____ I can easily understand how my staff feels about things.
5. _____ I feel I treat some staff members as if they were impersonal objects.
6. _____ Working with people all day is really a strain for me.
7. _____ I deal very effectively with the problems of my staff.
8. _____ I feel burned out from my work.
9. _____ I feel I'm positively influencing other people's lives through my work.
10. _____ I've become more callous toward people since I took this job.
11. _____ I worry that this job is hardening me emotionally.
12. _____ I feel very energetic.
13. _____ I feel frustrated by my job.
14. _____ I feel I'm working too hard on my job.

APPENDIX A (continued)

15. _____ I don't care what happens to some staff members.

16. _____ Working with people directly puts too much stress on me.

17. _____ I can easily create a relaxed atmosphere with my staff.

18. _____ I feel exhilarated after working closely with my staff.

19. _____ I have accomplished many worthwhile things in this job.

20. _____ I feel like I'm at the end of my rope.

21. _____ In my work, I deal with emotional problems very calmly.

22. _____ I feel the staff blames me for some of their problems.

APPENDIX A (continued)

Ashton's Self-Efficacy Scale

Directions: Please rate each statement on a scale of 1 to 6. 1 indicates strong disagreement and 6 shows strong agreement.

RATING

1. _____ If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.
2. _____ When the grades of my students improve it is usually because I found more effective teaching approaches.
3. _____ When I really try, I can get through to most difficult students.
4. _____ If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.
5. _____ When a student does better than usual, many times it is because I exerted a little extra effort.
6. _____ If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him quickly.
7. _____ If one of my students could not do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
8. _____ When a student is having difficulty with an assignment, I am usually able to adjust to his/her level.
9. _____ When a student gets a better grade than he usually gets, it is usually because I found better ways of teaching that student.
10. _____ A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.
11. _____ If students are not disciplined at home, they aren't likely to accept my discipline.

APPENDIX A (continued)

12. _____ The hours in my class have little influence on students compared to the influence of their home environment.

13. _____ The amount that a student can learn is primarily related to family background.

14. _____ The influences of a student's home experiences can be overcome by good teaching.

15. _____ If parents would do more with their children, I could do more.

16. _____ Even a teacher with good teaching abilities may not reach many students.